



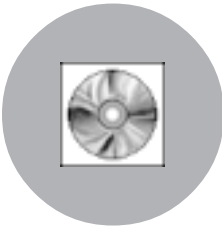
# Stage One

## Cause and Effect

### About this Stage

In Stage One, the learner begins to use an appropriate input device to control the computer and establishes a reliable access behavior. She realizes that pressing a switch or pressing on a touchscreen can make something happen on the computer screen. This major achievement is the first step in the learning process.

### About the Software



In Stage One, the learner recognizes that she has control over the computer through her input device. The purpose of the software at this Stage is not to present information, but to motivate the learner to discover how to control the computer. Therefore, appropriate software generally offers very light content or meaning.

For example, when the learner initiates an interaction, colors might change on the screen or a sound might play. For some learners, that amount of feedback is enough to call their attention to the computer or motivate them to work toward device mastery. For others, the content itself might motivate interaction. Working toward an age-appropriate animation, humorous image, or inviting sound can be just what some learners need to inspire more deliberate interaction with the software.

Parents and educators should note if a software characteristic tends to interest the learner. Does music elicit a more reliable response from the learner than an animation? Indication of a preference for either visual or auditory activities might provide information on what the ideal learning environment for the learner will be in later Stages.

## **Stage One Focus:**

- **awareness of task or activity**
- **control over the input device**
- **type of prompt that elicits best response**

Selecting age-appropriate software is important when considering motivation. Not all Stage One learners will be young children. Older learners may well need to begin at Stage One to develop input device mastery through cause and effect. Or if a learner's device is changed and she must learn this new access method, Stage One software provides a practice opportunity.

Software depicting a monkey eating a banana is designed for younger users, whereas software depicting a teenager playing basketball offers more appropriate content for adolescent or more mature learners. Both programs offer equivalent Stage One learning opportunities, but use different graphics to appeal to different learners.

### *Types of Learner Prompts*

When you select software at this Stage it is critical to consider the prompting for the learner interactions. Some programs offer only auditory prompting, motivating the learner to interact with the software by responding to encouraging sounds and spoken language. For example a voice might speak, "Please press the switch."

Other programs offer only visual prompting, motivating the learner to interact with the software by responding to pictures or animations that encourage the appropriate behavior. For example, an animated hand might reach to press a picture of a switch on the screen.

Some programs offer multisensory prompts that are both auditory and visual in nature. In selecting the appropriate software, consider the learner's strengths as well as areas in which the learner needs practice.

### *Adult Guidance*

The adult's role in the learning process is key. Your role is to focus the learner's attention on the activity through verbal encouragement and physical prompts such as pointing to the screen. Your contributions do not replace but rather complement the prompts provided by the software. Help the learner pay attention to the activity and reinforce her increasing understanding that she is making something happen. Say, for example, "Look, you made it go!" while directing the learner's

attention to the action on the screen. Take care to only encourage reliable access behavior at Stage One and not focus on language learning just yet.

### ***Monitoring Learner Performance***

Evaluating progress can be a subjective and difficult process. Did the learner deliberately activate the switch? Did she interact with the software for a longer period this time than last? How do you recognize progress?

Some software programs keep track of the learner's performance or interactions. Finding software with built-in record keeping can be most helpful. Information such as the learner's time on task or use of the input device can be monitored and printed out as a progress report to be placed in a portfolio.

### **Software Selection Tips**



#### ***At Stage One, look for software that offers:***

- ✓ prompts that motivate the learner
- ✓ stimulating colors, sounds or animations
- ✓ control over volume and animation
- ✓ little or no content to learn or understand
- ✓ age-appropriate graphics and animation
- ✓ built-in access features for the learner's best method of input
- ✓ record keeping capability

### **Relevant Issues**



#### ***Adaptive Hardware***

Finding the appropriate device and best means of access can be a challenge. A formal assistive technology evaluation is highly recommended. Devices are generally activated by touch, grasp, eye blink, head tilt, sip/puff, or other reliable movement. The eventual successful use of full keyboard emulators and mouse alternatives requires finding the user's most appropriate control site. Positioning the learner for comfort can also lead to full access of an alternative keyboard. It is important to involve an occupational therapist (OT) and/or a physical therapist (PT) in setting up adaptive hardware.

You may be able to design your own adaptive device. For example, Linda Burkhart shows how to adapt a standard computer mouse so that a learner can easily depress the button by pressing on the cover of a small notebook. (See [www.lburkhart.com/mhouse.htm](http://www.lburkhart.com/mhouse.htm) on the Web.)

Finding software with built-in adaptive access features is important. Most programs offer a range of options to consider, such as size of print, type of prompts or cues, custom overlays for alternative keyboards, or setups for scanning.

As mentioned, if alternative access is required, a formal assistive technology evaluation is mandated by law. Once the assessment is conducted, interventions can be efficiently designed that consider both learning and cost. If, for example, the assessment recommends that the learner use a switch and the software offers switch access options, adding a switch interface box is simple and inexpensive.

### *Device Use*

When an input device is introduced, you can expect to see experimentation. Imagine how you would expect a child to learn to draw with crayons. First she experiments with scribbling to get the feel of the crayons. Then she can begin to use them in a way that is more deliberate to adult observers. In the same way, a Stage One learner may experiment with the input device. For example, she might experiment with a switch, pressing it repeatedly with seemingly little regard to the effect it may be causing. A touchscreen user may point randomly all over the device surface but at no specific target on the screen. A mouse user may click rapidly regardless of the location of the pointer or the timing of the software content. Allow the learner time to get used to the feel of the device before attempting to get her to use it purposefully.

A switch (or mouse or touchscreen) may be used in different ways, depending on the software. For beginning switch users who can “press and hold” a switch, look for software that allows for continuous activation feedback. In this type of use, the action or sound generated by the computer continues, uninterrupted, as long as the device is activated. It begins when the device is first activated and ends as soon as the access is released. It may take some practice for the learner to

### **Explore different ways to use a switch.**



press the switch for a longer time than just a tap. However, this type of use clearly shows the learner that activating the device is making the action or sound occur and that she is in control. The longer she can activate the device, the longer the music will play or the animation will continue.

Another type of switch interaction is “press and release.” When the learner taps the switch—pressing and immediately releasing it—the action or sound begins. This feedback from the computer continues for a fixed amount of time, with no further switch press needed from the learner. This type of switch use is the ultimate goal for the learner, but is conceptually more difficult for beginning switch users. The learner may not recognize that the switch press caused the action on the screen. Look for software that allows you to adjust the length of time that the action continues after the learner activates the adaptive access device. This feature develops her attention to the action that results from the switch press.

If the learner is using a switch, Stage One is the time to find out how the switch is most effectively used. Does the learner press and then release the button? Or does the learner press and then hold down the button? What physical considerations need to be made regarding the positioning of the equipment?

### *The Emotional Side of Learning*

Stage One begins a lifelong journey. Stage One learners have had little opportunity to work independently. They want to learn, but learners with developmental delays may have difficulty initiating explorations on their own. For learner success at Stage One, be sure to encourage every attempt at deliberate interaction. Even if achievement takes much longer than you had hoped, the small steps taken build self-confidence and, eventually, allow access to important content. Stage One builds a solid foundation for understanding how to explore and subsequently to learn.

## Extension Activities



### *Off-computer Ways to Address Stage One Skills*

Relevant and successful assistive technology interventions do not have to involve the use of the computer. For example, try using motivating adapted toys or appropriate electronic appliances to inspire the learner to master an access device. Switch-adapted toys for younger learners offer activities such as making a car move or an animal jump. For older learners, activating a tape recorder or radio offers an age-appropriate activity.

Regardless of the practice environment, the purpose remains the same. By taking small steps, learners are moving toward a reliable behavior that results in access to the world. Each attempt is another of these steps. Offering a variety of ways to practice the same skill is a great way to create a supportive learning environment. Therefore, providing both light- and high-tech options is highly recommended. In fact, seeing a learner progress toward deliberately operating the same switch both on and off the computer lets you know that she is developing device mastery. Keep in mind to offer content-light experiences when creating extension activities. We are working only for reliable behavior for device mastery at Stage One, and the focus is on showing the learner how to gain independent control, not yet on language development.

## About the Learner



### *Observable Characteristics*

Watch for indications that the learner

- ❖ is just beginning to or is consistently focusing visually on the target
- ❖ is just beginning to or is consistently listening to a prompt
- ❖ explores the access device with purposeful interaction
- ❖ moves from multiple, random access attempts toward appropriate device mastery
- ❖ consistently uses the control site muscle (touch, eye blink, sip/puff, etc.) in response to prompts for behavior

### *Competency Goals*

In this Stage, the learner realizes that she controls the computer and works toward mastery of the appropriate input device. The learner is in control, producing desirable results and developing a new relationship with her environment. This becomes the foundation for access to more sophisticated content and to the world, using these devices as tools for learning at later Stages.

### *Sample IEP Objectives*

Written objectives for the learner at Stage One are primarily behavioral. We are in search of at least one reliable means of access. Because the learner frequently shows inconsistent performance, we are using motivating targets that encourage interaction with the computer. While the learner experiments with access because she is stimulated to interact with the software, observers should watch for intentionality through body language, position changes, utterances, or any other indicator particular to the learner.

We want to understand several things about the learner as a result of careful observation at Stage One. We need to determine

- ❖ at least one recommendation for control site muscle or reliable movement to use
- ❖ the type of prompt and feedback preferred (visual, auditory or multisensory)
- ❖ the content that appears to be of interest
- ❖ the input device and method that appear to be most reliable and successful

Here are sample IEP objectives to accompany the observations above.

Given *name of accessible program*, the learner will

- ❖ consistently activate the switch using the same body part in 8 out of 10 trials
- ❖ respond in 8 out of 10 trials to either an auditory, visual or multisensory prompt to activate the software
- ❖ indicate interest by head tilt, utterance, eye gaze or facial expression
- ❖ activate the device with fewer than 5 prompts and in less than one minute

- ❖ demonstrate competency using an appropriate access method (press and release or press and hold) in 8 out of 10 trials
- ❖ demonstrate deliberate or intentional use of the input device
- ❖ initiate exploration of the content

These objectives are measured by the management system provided by the software or by adult observation.

## Stage One References

Bennett, Randy. 1988. *Reinventing Assessment: Speculations on the Future of Large Scale Assessment*. Policy Information Center of Educational Testing Service.

Berdine, W. H. and Meyer, S. A. 1987. *Assessment in Special Education*. Boston, MA: Little, Brown and Company.

Bybee, R. and Sund, R. 1982. *Piaget for Educators*. Columbus, OH: Charles E. Merrill Publishing Co.

Chomsky, Noam. 1986. *Knowledge of Language: Its Nature, Origin, and Use*. Westport, CT: Praeger Publishers.

Chomsky, Noam. 1990. "On the Nature, Use and Acquisition of Language." *Mind and Cognition: A Reader*. 627-646. Ed. William G. Lycan. Oxford, England: Blackwell Publishers Ltd.

### *In CASE*

The Newsletter for the Council of Administrators of Special Education, a Division of the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22191

*Journal of Special Education Leadership* (issue referenced: Volume 12, Number 2, Fall 1999)  
Council of Administrators of Special Education, CASE, Inc., 615 16th Street NW, Albuquerque, NM 87104

Skinner, B. F. 1969. *Contingencies of Reinforcement: A Theoretical Analysis*. New York, NY: Appleton-Century-Crofts, Inc.

*TAM Connector* (issue referenced: Volume 12, Number 1, Fall 1999)  
Council for Exceptional Children, 1920 Association Drive, Reston, VA 22191

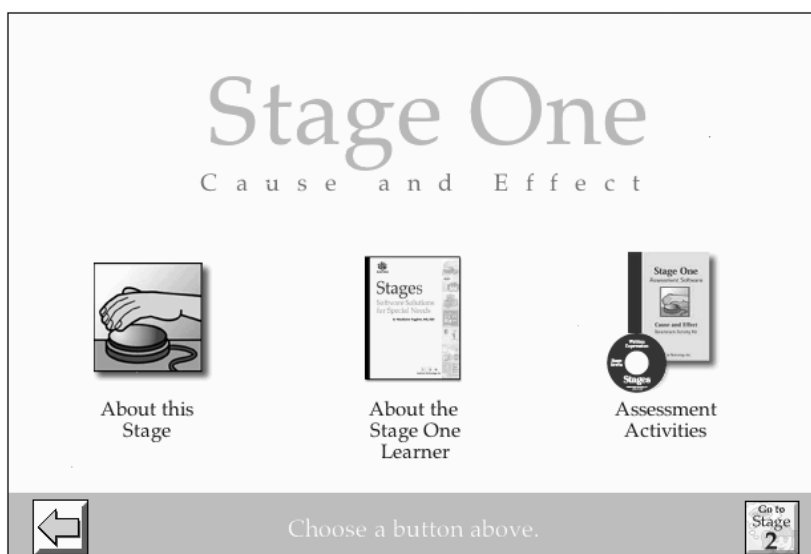


# An Overview of the Activities

Before using the activities with a learner, take a few minutes to become familiar with them yourself. When you are ready to use the activities with a learner, go to the section “Presenting the Activities” (page 21).

## Starting Stage One

The main screen for Stage One presents information about this Stage and leads you to the Stage One Activities.



- Click **About this Stage** to learn more about Stage One.
- Click **About the Stage One Learner** to learn more about the learner at this stage. This information is covered in more detail in the section of this guide starting on page 6.
- Click **Assessment Activities** to begin the activities.

## Entering the Learner's Name

When you choose to start the Stage One assessment activities, you will first be asked to enter the learner's name. This name will be printed on the report that is generated when the activity is completed.

Type the learner's name in the text box in the center of the screen, then click the **Continue** button or press <Return> (Macintosh) or <Enter> (Windows) to go on.

## Setting Preferences

There are several preference settings you can change that affect all the activities. The current settings are displayed at the bottom of the menu screens. Refer to page 15 for explanations of these settings and information on how to change them.

Input Method:	Mouse	Prompt Type:	Multisensory	<b>Change Settings</b>
Animation Speed:	Medium	Prompt Frequency:	5 seconds	

## Choosing the Access Mode

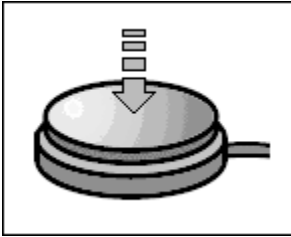
After entering the learner's name you can choose between "Press and Hold" activities and "Press and Release" activities. Each set of activities contains the same content. The difference lies in how the learner uses the input device to make something happen on the screen.

The learner uses these activities in any of the following ways:

- pressing the mouse button
- touching the screen (a touchscreen must be installed on the computer)
- activating a switch (set to a mouse click)
- pressing on an alternative keyboard, such as IntelliKeys®, which has been set up to act as the <space bar>

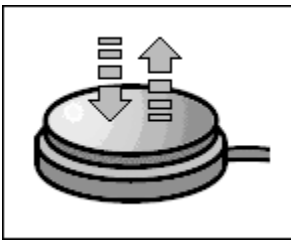
The way in which the learner uses a specific device depends on the access mode for the activities that you choose ("Press and Hold" or "Press and Release").

### ***“Press and Hold” Activities***



It is common to start a learner with “Press and Hold” activities. They help the learner understand that pressing the device makes something happen on the screen. In these activities, the action or sound occurs only while the learner presses and holds the input device. The goal is for the learner to continue to press the device until each activity has been completed.

### ***“Press and Release” Activities***



In “Press and Release” activities, the action or sound starts when the learner presses and releases the input device. The action or sound continues and stops on its own after a short period of time. Activities of this type are also called “timed response.”

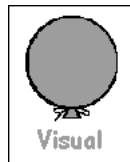
### ***Comparing “Press and Hold” and “Press and Release”***

Your initial instinct may be that to press and hold the device to make something happen is more challenging than pressing and releasing to make something happen. However, with “Press and Release” the connection between the cause and the effect may not be as immediately obvious to the learner as it is in the “Press and Hold” activities. The learner needs the immediate feedback of having something happen on the screen only while she activates the device.

While “Press and Hold” is a valid access method (sometimes used in “inverse scanning” modes), “Press and Release” may eventually become the learner’s primary means of accessing a computer. You may find, however, that it is more difficult for the learner to master. Start with “Press and Hold” activities to make sure the learner understands cause and effect. Then you may wish to try the “Press and Release” activities.

## Choosing the Feedback Style

After you select either **Press and Hold** or **Press and Release** activities, you can choose the feedback style. The feedback is the type of action and/or sound that occurs when the learner activates the input device.



### *Visual Feedback*

A graphical scene is displayed on the screen or an animation occurs when the learner activates the input device. No sound or music accompanies the animation.



### *Auditory Feedback*

A sound occurs or music plays when the learner activates the input device. There is no visual feedback.



### *Multisensory Feedback*

A combination of graphics, animation, and sound occurs when the learner activates the input device. This feedback is both visual and auditory in nature.

## About the Activities

After you select the type of feedback, you can choose an activity. Alternatively, you can present the learner with a sequence of all six activities.

The activities are designed to appeal a broad range of learners. Some activities are quiet and soothing, whereas others are more energetic. Some activities are appropriate for young learners, while others are appropriate for adult learners. The sequence of all six activities is arranged from shorter and simpler to longer and more complex. Although every activity may not appeal to all learners, you will probably find activities that appeal to each learner.

As each activity starts, a prompt is presented (unless you set the prompt frequency to “Never”). The learner presses the device to use the activity. If the learner does not activate the device for the duration of time selected in the preference settings, the prompt recurs until the learner activates the device.

At the completion of the individual activity, or at the end of all activities, you can choose to see a report of the learner's session (see page 24).



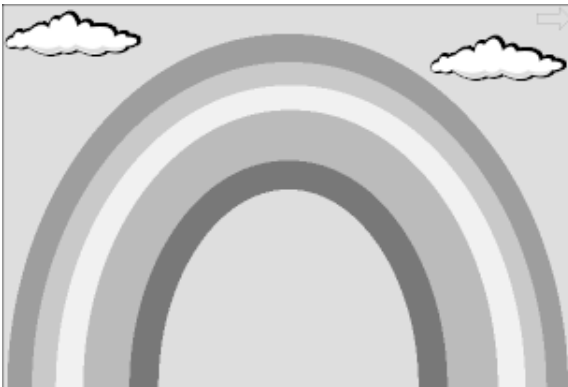
**Don't skip out of an activity that you want to graph later in Stages Report Wizard.**

If you wish to leave an activity before the learner completes it, select the **arrow** button in the upper right corner of the screen. After a single activity (or the last one in the series), you can choose to try a similar type of activity or go to the report. If you initially chose to do all activities, clicking this arrow will take you to the next activity. Note that if you exit an activity in this way, you will not be able to graph its data using Stages Report Wizard.

The Multisensory Feedback version of each activity is described below. With Visual Feedback, no sound is heard. With Auditory Feedback, there is no animation.

#### Rainbow

A rainbow with six arcs appears, one color at a time (visual) with a different short tune played for each (auditory).



*Press and Hold:*

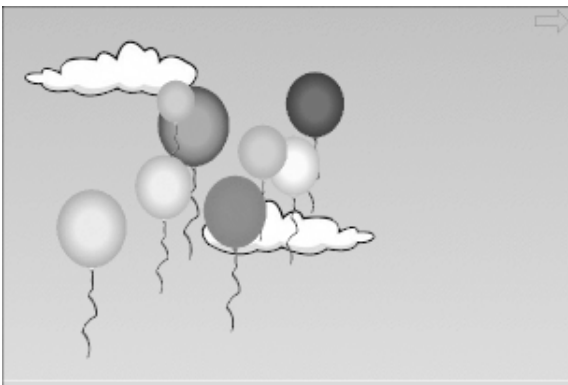
The rainbow appears one arc at a time as long as the learner presses the device.

*Press and Release:*

Each time the learner presses and releases the device, one more arc of the rainbow appears. Six presses are required to complete the activity.

#### Balloons

Balloons float upward, drift apart, and pop (visual), accompanied by music and light popping sounds (auditory).



*Press and Hold:*

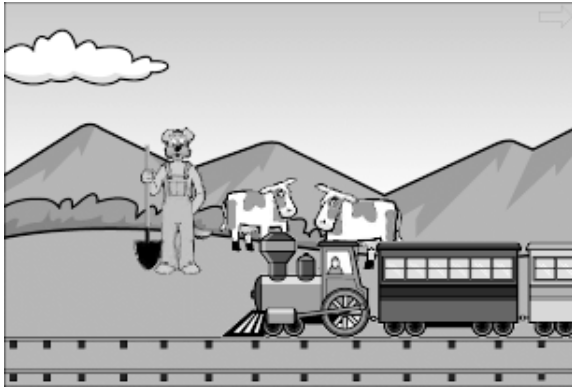
The balloons continue to move as long as the learner presses the device.

*Press and Release:*

The balloons move for a few seconds, then stop. The learner must press and release the device to continue the action. Five presses are required to complete the activity.

## Train

Trains chug along the tracks (visual) accompanied by sounds of the trains and cows (auditory).



### *Press and Hold:*

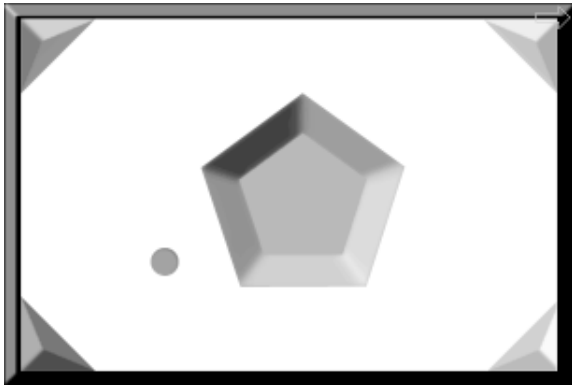
Two trains move across the screen as long as the learner presses the device.

### *Press and Release:*

The trains move partway across the screen each time the learner presses and releases the device. Five presses are required to complete the activity.

## Bumper Ball

A ball bounces around the screen and bumpers change color (visual), accompanied by arcade-type sound effects (auditory).



### *Press and Hold:*

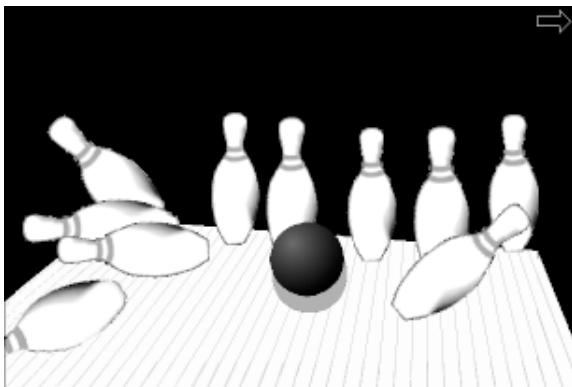
The ball moves and bounces as long as the learner presses the device.

### *Press and Release:*

The ball moves and bounces for several seconds each time the learner presses and releases the device. Five presses are required to complete the activity.

## Bowling

A ball knocks down three sets of bowling pins (visual), accompanied by bowling sounds (auditory).



### *Press and Hold:*

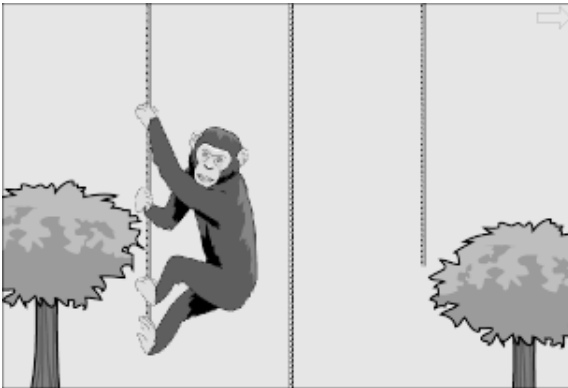
The bowling game continues as long as the learner presses the device.

### *Press and Release:*

The ball moves down the alley or knocks down pins when the learner presses and releases the device. Five presses are required to complete the activity.

## Monkey

A monkey climbs up and down a rope, searching for bananas (visual), as an energetic tune plays (auditory).



### *Press and Hold:*

The monkey climbs up and down the ropes as long as the learner presses the device.

### *Press and Release:*

The monkey climbs up and down the ropes when the learner presses and releases the device. Ten presses are required to complete the activity.

## Setting and Changing Preferences

There are several preference settings you can change that affect all the activities. These preferences are also printed on the reports to serve as a record of the settings used during the session.

The current preference settings are displayed at the bottom of the screen. When you change settings, the information in this display is updated. The settings most recently saved are in effect when you start Stage One.

Input Method:	Mouse	Prompt Type:	Multisensory	<b>Change Settings</b>
Animation Speed:	Medium	Prompt Frequency:	5 seconds	

To modify preferences, click the Change Settings button. The Preferences screen, shown next, will open.

### Stage One Preferences

Select an input method to set or change options:

☒ Mouse   ☐ Touchscreen   ☐ Switch   ☐ IntelliKeys®

Select cueing and feedback options:

**Prompt**   **Animation Speed**

## Input Method:

Click a radio button to select the input method the learner will be using.



- Choose **Mouse** if you are using a device to point and click. This is the initial setting.



- Choose **Touchscreen** if you are using a built-in touchscreen or a touchscreen device that you attach to the monitor.

- Choose **Switch** if you are using any type of switch. You will be able to select the type of switch in the next screen.



Select **IntelliKeys with Switch** if you are using a switch plugged into IntelliKeys® (IntelliTools®, Inc.).

☐ **IntelliKeys with Switch**

With Windows, you must turn on Num Lock and check the “Use MouseKeys” option in the Accessibility Options Control Panel.



Select **DJI Switch Interface Pro** if you are using that device. Plug the switch into the jack for ‘1’. (This is the first jack from the left for Windows users, and the second jack from the left for Macintosh users.) You can also press the ‘1’ key on a keyboard using this setting. Note that you should turn off Key Repeat for this setting (consult your computer manual or on-line help for assistance). Windows users must also press Scroll Lock when using the DJI Switch Interface Pro.

☐ **DJI Switch Interface Pro**

Use ‘1’ jack or ‘1’ key and turn off Key Repeat. Windows: press Scroll Lock



Select **Discover Switch** if you are using a Discover: Switch™.

☐ **Discover Switch**

Macintosh users: choose “No Setup” when asked to select a setup when you first start up the program.

Windows users: choose “Click Only Single Switch.sus”. Choose the “Press and Release” activi-



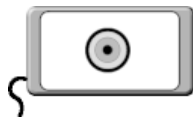
ties (“Press and Hold” activities cannot be used with Discover: Switch for Windows. You will have an option to use a mouse instead). Refer to the Technical Q & A section near the end of this binder for more information on setting up the Discover:Switch.



Select **Any other switch** if you are using any other type of switch. Make sure that the software for your switch is set to send a mouse-click.

☒ **Any other switch**

For information on using the Crick USB Switch Interface with Stages, please refer to the Technical Q&A section of this binder.



- Choose **IntelliKeys** if you are using this alternative keyboard from IntelliTools®, Inc. You can also use this setting with a standard keyboard by pressing the <space bar>.

Click ‘IntelliKeys - direct selection’ or ‘IntelliKeys with switch’ so that the correct prompt image is displayed.

Click ‘Test IntelliKeys Keyboard’ and load an overlay to make sure that the IntelliKeys is responding correctly. Note that the appropriate overlay will be loaded automatically when you start the activities.

Windows users: Be sure to turn Num Lock on by pressing that key on your standard keyboard. Also make sure to check the “Use MouseKeys” box in the Mouse section of the Accessibility Options Control Panel.

For more information about using IntelliKeys with Stage One, including printing overlays, refer to the Read Me file in the Overlays folder on the CD.

**Animation speed:**

Select the Animation button to select one of the three animation speeds offered. The initial setting for animation speed is **Medium**.

The difference in speed is most apparent in the “Press and Hold” activities. The number of seconds that each activity takes to complete will vary depending on the animation

speed you choose. For example, if you find that the “Press and Hold” activity is too long for the learner to complete, make the animation speed faster. If you find that the action is too fast for a learner to follow, choose a slower speed.

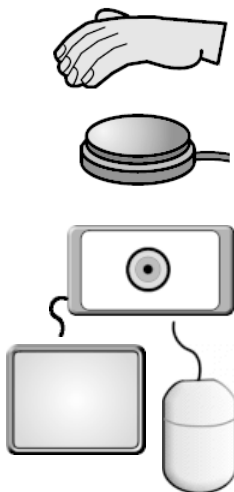
Also, the speed of your computer’s processor may not be able to keep up with a fast animation; hence you may not notice a difference in speed if you choose a fast speed on a older machine. The animation speed affects how much of the music plays in Multisensory or Auditory Feedback styles. For example, with a slower animation speed, you may hear more of a melody before the animation is finished. Consider slowing the animation speed for learners who may be startled by sudden screen changes.

See page 27 for a chart of “Press and Hold” durations for the activities at all three animation speeds.

## Choosing the Prompting Style

The prompt is what motivates or encourages the learner to activate the device to continue. The prompt image displayed matches the input method selected.

### Type of prompt:



Choose from three prompting styles: Visual, Auditory, and Multisensory. The initial setting is **Multisensory**.

The style of prompt you choose is independent of the feedback style, discussed earlier. For example, you can have an auditory prompt in a multisensory feedback activity.

### *Visual Prompt*

A visual prompt displays a hand pressing a switch in the center of the screen. There is no speech or sound accompanying a visual prompt.

### *Auditory Prompt*

An auditory prompt has a spoken prompt, chosen randomly from a selection of encouraging phrases. There is no visual cue accompanying an auditory prompt.

### *Multisensory Prompt*

A multisensory prompt combines both visual and auditory cues. The initial setting is for the prompt is **Multisensory**.

#### **Length of time between prompts:**

You can choose to have a prompt occur every 3, 5, or 10 seconds, or have no prompt at all (a Prompt Frequency of “Never”). The initial setting is **5 seconds**.



When you have finished choosing your preferences, click the **Exit to Activities** button at the bottom of the screen.

When you return to the activity choice screen, the settings shown at the bottom of the screen will reflect the changes you made.

When the activity (or sequence of activities) ends, you can choose to either:

- select another activity of the same type (keeping all current data);
- go to the report screen.

The report automatically records various aspects of the learner’s performance. For complete information about the reports, see page 24.

## **Stage One Menus (and exiting Stage One)**

Stage One offers several menu options, which are available in the introductory, activity choice and report sections. You can use the keyboard equivalents listed below during the activities or at any other time.

**Open Onscreen Keyboard:** This menu item appears only when Stages is run on a Mercury or a MiniMerc computer (from Assistive Technology, Inc.). Choose this option when you need to type and an external keyboard is not available.

**Start Over:** Return to the opening screen. You will lose any data that has been collected for the learner.

**Save:** Save the current report information to a file (see the section beginning on page 28 for more information). This option is available only in the report sections.

Macintosh: ⌘S      Windows: Ctrl-S

**Print:** Print the current screen.

Macintosh: ⌘P      Windows: Ctrl-P

**Choose a New Stage:** (All-in-One Stages CD only)

Return to the main Stages menu. (You can also select the **Exit Stage One** button at the end of the report.)

Macintosh: ⌘N      Windows: Ctrl-N

**Quit:** (Stage One CD only)

Exit Stage One. (You can also select the **Exit Stage One** button at the end of the report.)

Macintosh: ⌘Q      Windows: Ctrl-Q

When using the keystroke shortcuts, be sure to tap the letter key quickly to prevent sending multiple keystrokes caused by Key Repeat. To turn Key Repeat off:

**Macintosh:** From the Apple menu (at the left end of the menu bar) open the Keyboard control panel and set **Delay Until Repeat** to **Off**.

**Windows:** From the Start menu, choose **Settings**, then **Control Panel**. Open the Accessibility Options control panel and turn on **Use FilterKeys** at the Keyboard tab. Click **Settings...** for FilterKeys and select the radio button for **Ignore Repeated Keystrokes**.

# Presenting the Activities

Now that you have explored the activities on your own, you are ready to use them with a learner. It is important to use the assessment activities as intended and also to set up an appropriate environment for the learner. This section will help you and your learner get the most out of the assessment activities.

## When and How to Use the Assessment Activities

Stages assessment activities are not designed for everyday practice. They are designed to help you measure progress within each Stage of development.

Stage One activities help you examine learner behavior with a switch or other input device and observe if the learner can control it in either “Press and Hold” or “Press and Release” types of access methods. With the activities, you can also explore various feedback and prompting styles to determine the combinations that elicit the most accurate and consistent learner behavior.

After using the activities to draw conclusions about the language and cognitive development of learners and to measure for ability levels, use the chart following page 43 to identify appropriate software to use for related practice.

The Stages philosophy advocates a competency-based observation approach to assessment. Knowing exactly what a learner can do gives you the opportunity to design a custom curriculum perfectly tailored for that individual.

Use the accompanying Observation Form, along with performance data printed from each activity, to provide the foundation for generating an informal competency-based assessment report. As the learner uses the activities, make notes on the Observation Form provided on page 35. Add your own category of observation on the form under “Additional Observations.”

Use these results to determine which Stage is appropriate and to select target skills toward which the learner will work to

achieve. Then put the Stages activities away while the learner works in a practice environment of appropriate software from many manufacturers, which are recommended for that Stage.

After the learner has worked and practiced the target set of skills, return to the Stages assessment activities. Administer the activity again and compare your results. Is the learner making progress? Is the learner ready to move to another Stage?

Alternate working with Stages assessment activities for evaluation and the third party software for practice. Keep a portfolio of the observation results as well as any visual documentation available (photos or video). You can also keep any printouts that might be available from the practice software to document steps toward achievement.

## **Preparing the Environment**

The environment for evaluating a learner's functioning stage should be a familiar one. It should be the place where she typically works, lives, and plays. Unfamiliar environments are a curiosity. That means a learner will attend to the details that are different around her more than she will attend to the activity we want her to use. We want to avoid as many new variables as we can, helping the learner feel the comfort of the cognitively familiar environment. When the assessment activity is introduced, she can then concentrate on the new behavior or content rather than on environmental distracters.

Because the Stages philosophy is sensitive to the emotional side of the learning process, consider both the physical and cognitive comfort of the learner. Make sure that the assistive technology team gives input to the access device selection and proper positioning of the learner in the physical environment. Be sure the learner's environment is optimal for success.

- Can the learner see the screen without glare or visual strain?
- Is the volume of sound from the computer adjusted to a comfortable level?

- Is the learner seated at the computer properly?
- Is the access device stable and in a position for consistently reliable use?
- Have the computer control panels been adjusted to maximize learner performance?
- When was the learner's last meal or snack? Does she have the proper fuel to work?
- Have necessary medications been administered properly?

In short, consider every aspect of the learner's physical comfort to be confident that a solid learning environment is available for optimum learner performance.

## **Adult Role in the Observation Process**

It is important for you to encourage the learner. She may be moving toward control of her environment for the first time in her life. Taking risks can be a challenge for anyone, but especially for a learner who has limited experience with the opportunity to discover and succeed in a safe environment. Your learner will not understand that the movement you encourage actually controls the computer at first. That's what we're working toward! Do whatever you can to orient the learner toward the activity and help her make the connection that she is now in control! It's perfectly acceptable—and you are encouraged—to do it with her. That's what hand-over-hand assistance is all about. This is the foundation that the learner needs for access to education for a significant phase of her life.

## **Sample Verbal Prompts**

Use verbal prompts both to cue and to reinforce the target behavior of access to the device and computer. Here are some sample verbal prompts that are appropriate for the assessment activities presented.

### ***For Press and Hold Activities***

Keep pressing.

Hold your hand (or body part) down.

You are making it go! (tell them what is happening)

Show me more!

Let's make some music!

### *For Press and Release Activities*

Press it!  
You can do it!  
Reach for your switch (or device).  
Do it again!  
Good for you!

### *For Visual Activities*

Look at that!  
See the balloons/rainbow/monkey!  
I like that pretty picture!  
What a wonderful picture you can make!

### *For Auditory Activities*

I like that music!  
Oh! Listen to that!  
More music!  
(Sing along or hum the tune.)  
(Dance.)

### *For Multisensory Activities*

See the balloons! What happy music!  
That song and rainbow are my favorite!  
You make such nice music and pictures!  
(Dance.)

## **Viewing and Using the Reports**

At the end of the activities, you can choose to see a report or select additional activities using the same settings. You can look for a learner's improvement over time by administering the activities again and reviewing the resulting reports.

The report is automatically generated using information about the settings used and data gathered about the learner's performance. At the top of the report is information based on the general settings.

### **Learner's Name:**

This is the name that you entered when you started the activities. You can edit the name on this report now by clicking in the name text box and changing the name.



**The reports help you watch for improvement over time.**

**Input Method:**

This is the access method that you selected in the Preference Settings screen. If you did not change this setting, the default value of Mouse is displayed.

**Animation Speed:**

This is the animation speed that you selected in the Preference Settings screen. If you did not change this setting, the default value of Medium is displayed.

**Feedback Type:**

This is the type of activity that you selected. The type will be Multisensory, Visual, or Auditory.

**Prompt Frequency:**

This is the frequency of prompt that you selected in the Preference Settings screen. If you did not change this setting, the default value of 5 seconds is displayed.

**Prompt Type:**

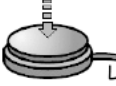
This is the type of prompt that you selected in the Preference Settings screen. If you did not change this setting, the default value of Multisensory is displayed.

**Date and Time:**

The date and time that the report was generated is displayed at the bottom of the screen. If this information is not correct, check the setting of your computer's clock.

## Press and Hold Report

The Press and Hold Report answers several questions about the learner's performance in each activity.

Stage One — Press and Hold Report					
	Learner's Name: John		Feedback Type: Multisensory		
	Input Method: Mouse		Prompt Frequency: 5 seconds		
	Animation Speed: Medium		Prompt Type: Multisensory		
	Number of Presses	Longest Press (Minutes:Seconds)	Number of Prompts	Time on Activity (Minutes:Seconds)	Did learner finish?
Rainbow					
Train					
Balloons					
Bumper Ball					
Bowling					
Monkey					
Aug 29, 2001 2:50 PM			<input type="button" value="Print"/> <input type="button" value="Save"/> <input type="button" value="Done"/>		

### ***Number of Presses:***

How many times did the learner press the device?

### ***Longest Press:***

What was the duration of the longest press? The duration is displayed in minutes and seconds: 0:14 = 14 seconds.

### ***Number of Prompts:***

How many prompts were presented during the activity? The initial prompt is not counted.

### ***Time on Activity:***

How long did the learner spend on the activity? The timer starts when the first screen for the activity opens and ends when the last screen of the activity closes. The duration is displayed in minutes and seconds: 1:06 = 1 minute and 6 seconds.

### ***Did Learner Finish:***

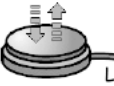
Did the learner complete the activity? If the learner continued to press the device as many times as was necessary to finish the activity, the word "Yes" appears in this column. If the adult used the arrow at the upper right of the screen to cancel the activity, the word "No" is displayed.

The following table shows the approximate duration (in seconds) of each activity if it is completed without pause at the three animation speeds. The time represents the duration of one press used to complete each Press and Hold activity. Note that using a computer with a slow processor speed may result in longer durations for the activities.

	Slow	Medium	Fast
<b>Rainbow</b>	25	14	11
<b>Train</b>	21	14	11
<b>Balloons</b>	15	9	8
<b>Bumper Ball</b>	27	19	15
<b>Bowling</b>	36	24	18
<b>Monkey</b>	38	26	19

### *Press and Release Report*

The Press and Release Report answers similar questions about the learner's performance in each activity.



### Stage One — Press and Release Report

Learner's Name: Jane  
Input Method: Mouse  
Animation Speed: Medium

Feedback Type: Multisensory  
Prompt Frequency: 5 seconds  
Prompt Type: Multisensory

	Required Presses	Learner Presses	Number of Prompts	Time on Activity (Minutes:Seconds)	Did learner finish?
Rainbow	6				
Train	5				
Balloons	5				
Bumper Ball	5				
Bowling	5				
Monkey	10				

Aug 29, 2001 2:52 PM
Print
Save
Done

### *Required Presses:*

How many presses should the learner need to make to complete the activity? The first column shows the number of required presses. You may wish to compare this number to the number of presses actually made (see Learner Presses on the next page).

***Learner Presses:***

How many times did the learner press and release the device? Each press is counted, even if it occurs while an animation or sound is playing. If the number in this column is greater than the number of required presses, then the learner pressed the device extra times during the animation or sound.

***Number of Prompts:***

How many prompts were presented during the activity? The initial prompt is not counted.

***Time on Activity:***

How long did the learner spend on the activity? The timer starts when the first screen for the activity opens and ends when the last screen of the activity closes. The duration is displayed in minutes and seconds. Example: 1:06 = 1 minute and 6 seconds.

***Did Learner Finish:***

Did the learner complete the activity? If the learner continued to press the device as many times as was necessary to finish the activity, the word "Yes" appears in this column. If the adult used the arrow at the upper right of the screen to cancel the activity, the word "No" is displayed.

***Printing the Report***

Click the Print button to print the report screen, or choose Print from the File menu. This report looks different than a printout of the disk file, which is only text; however, the information is the same. You can also use the keyboard command for your computer:

Macintosh: ⌘P      Windows: Ctrl-P

***Saving the Report***

To save the report, click the Save button or use the keystroke command for your computer:

Macintosh: ⌘S      Windows: Ctrl-S

A dialog box appears with a file name comprised of the Stage number, learner's name, the type of activity, an abbreviation for the type of feedback selected, and the date.

**STAGES REPORT  
WIZARD**  
**automatically  
graphs the data  
saved in your  
reports.**

You can change the name of the report if you prefer. On a Windows computer, it is important to keep the “.txt” extension at the end of the file name so that it will be recognized as a Wordpad document. If a file with the same name already exists in the folder, you can either replace it with the contents of the new file or choose a different file name.

The first time during each session that you save a report, a default file location is used. On a Windows computer, this location is usually the “C:\My Documents” folder. If that folder does not exist, the Desktop is used instead. On the Macintosh, this location is usually the main folder of the hard drive. (If the location is the CD and not the hard drive, refer to the Q&A section for instructions on changing this.)

You can browse to select a different folder for your reports and even create a new folder. Future reports that you save during the same session will use the save location you select. If you are using Stages Report Wizard, save all the learner’s reports to his or her folder in the My Stages Reports folder.

For information on importing the saved report files into other applications, refer to the Q&A section of this binder.

*Finishing the Report*

Summary Report

If you are viewing the report information for a single activity, click the Summary Report button to view all the data for activities done with the current settings.

Done

When you have finished viewing and printing the report, select the Done button at the bottom of the screen. You can then choose to:

- Try more activities of the same type, keeping current data;
- Change to a different learner and erase all current data;
- Change to a different activity or change settings and erase all current data;
- Quit the program.

Data is erased for choices that allow you to modify the activity or preferences so that the reports always present data that accurately matches the information displayed.



# Observing the Learner

This section will help you understand how to observe a learner and how to use the information gained from these observations.

## Making Observations

Generally, the learner should not see you recording her performance. It's ideal if another adult who is commonly in the learning environment can record the observations. One adult can encourage the learner and the other can record behaviors during the assessment activity without being noticed by the learner.

When two adults in the same environment observe the same exact behaviors, that then validates the accuracy of the data that is collected during the session. Finally, an ideal environment would include an unobtrusive video or still camera. Documenting learner performance lets the IEP team observe results as part of the reporting and assessment process.

## Interpreting Observation Results

Use the Observation Form to record learner behavior during the activities. Watch for the behaviors identified on the forms; add your own under "Additional Observations." Is the learner properly positioned in the learning environment? Is the learner comfortable? Only if you are confident that the environmental conditions are conducive for evaluation can the results be considered.

Watch for body language as a communication signal from the learner. Does the learner appear interested in the software? Body language that can be interpreted as favorable includes smiling, head tilt oriented toward the computer, eye contact, and deliberate movement to hold down the access device.

### *Interpreting Access Data*

Determine which activities seemed the most successful. Did the learner interact better with the "Press and Hold" activities or the "Press and Release" activities? In which type of activity

did the learner seem to have more control over the learning environment?

In drawing conclusions for “**Press and Hold**” assessment activities, consider whether or not the learner deliberately activated and held the device. Did she interact with the software by pressing the device for a longer period of time during the current assessment? If not, put away the assessment activities and turn to practice software that permits Press and Hold activation (refer to the chart on page 44).

In drawing conclusions for “**Press and Release**” assessment activities, consider whether or not the learner deliberately activated and released the device. Did she interact with the software by pressing and releasing the device more times during the current assessment, or was a shorter time needed to complete the activity? If not, put away the assessment activities and turn to practice software that permits Press and Release activation (refer to the chart on page 44).

In drawing conclusions for both activity types, did the learner click multiple times without many prompts occurring? This is likely to mean that she is not ready for the richer content offered by Stage Two activities. It is recommended that the learner remain in Stage One practice software for device practice. Further, you may wish to consider a different device. For example, if the learner clicks the mouse too often, try a touchwindow.

Does the assistive technology team or specialist need to make adjustments to the access approach before you can consider the results to be valid, or are access issues resolved for this learner, given the performance?

### ***Interpreting Prompt Data***

The prompt is the feature in the software that encourages the learner to work independently. Determine what seems to motivate the learner to work.

Does a **visual prompt** attract the learner’s attention? If so, look for software that provides visual cues for staying on task. Sometimes the image on the screen is a hand reaching for a switch. This is a universally understood symbol, indicating to the learner that it’s time for her to interact. If assessments indicate that this universal symbol is not yet



understood, return to practice software that uses this sort of prompt (see the chart on page 44).

Other programs offer more subtle visual indicators to encourage work. In a more subtle environment, images stop moving, but the software leaves an interesting image on the screen. The learner must activate the access device to see the animation of that interesting image. In this approach, the learner begins to understand that her behavior will activate the action on the screen. If the visual prompt is occurring, and the learner is temporarily distracted by something else going on in the environment, then forgets to return to the activity, perhaps a visual cue environment is not appropriate. On the other hand, if the learner has hearing challenges, the visual environment is likely to be key for learning comfort and success.

Does an **auditory prompt** work better? If so, look for software that provides auditory cues for staying on task. Sometimes the cue will be in the form of a command such as “Please press your switch.” Sometimes the cue will be less specific to the switch as the access device. An example of this is a cue that may say “Make something happen” or “Show me more.” This type of cue is appropriate to consider if the learner is using some other access device such as a touchwindow or alternative keyboard. If the learner has visual challenges, the auditory environment is likely to be key for learning comfort and success.

Does a **multisensory prompt** that offers both a visual and an auditory cue result in even better performance? If so, look for software that combines the approaches discussed here. There will be an animation or graphic as well as an auditory cue for the learner to keep working. One environment might offer the universal animation of a hand reaching for a switch, while at the same time provide a prompt such as “Please press your switch.” Another environment might stop animation, leave an interesting image on the screen and, at the same time, provide an auditory prompt, encouraging the learner to “Show me more.” The combination of auditory and visual cueing can be the best environment for some learners. For others, however, the environment can be overstimulating.

### ***Interpreting Feedback Data***

Feedback is what occurs when the learner is on task and activating her access device. Similar issues to those discussed

for prompts are relevant for different types of learner feedback.

If the learner works best in a **visual** environment, the feedback or reward for working could be a lively animation. Other visually interesting activities involve a change in color or a simple addition of an object or detail on the screen. Care should be taken to consider startle reactions to lively animations. If this is an issue, watch for software that provides a more subtle change, something a visual learner will still notice and be delighted by.

If the learner works best in an **auditory** environment, the feedback could be a familiar song. Other auditory feedback may be a recognizable voice, an animal noise, or an environmentally amusing sound. Care should be taken to consider the volume and comfort for both the learner and the others in the environment. Headphones might be worn by the learner to bring the sounds closer to the ears rather than have them happen more remotely in the environment. That would also keep the sounds in the environment at a minimum for others who might happen to be there.

If the learner works best in a **multisensory** environment, the feedback could be a song accompanied by animation. Other multisensory environments may be a picture with a related sound, or an object with a nonsense sound such as a “boing” or musical note. Care should be taken to be sure that the sound is adjusted for comfort and that the learner is in a good position to see the images for which she has worked so hard.

## Moving to Stage Two

### *Press and Hold:*

There should be a limited number of clicks, preferably only one. The time on task should be equal to the amount of time the learner pressed and then held down the device button.

### *Press and Release:*

When the data for prompts indicates that the learner waits to hear or see the prompt once, and then responds by clicking only once, the learner is successful at Stage One. The number of clicks should equal the required number of clicks as indicated on the report, with one prompt and/or no prompts needed.

# Observation Form—Stage One

Learner's Name \_\_\_\_\_

Recorder's Name \_\_\_\_\_

Other Observer's Name \_\_\_\_\_

Date \_\_\_\_\_

Setting for Observation \_\_\_\_\_

Using informal observation techniques, record the following information so that you can accurately interpret learner performance.

## ***Assessment Environment:***

View the screen on the same eye level as the learner. Is there a glare on the screen?

\_\_\_\_\_ Yes \_\_\_\_\_ No

(If so, adjust window blinds, reposition the computer and learner's seat, or construct a shade for the monitor to eliminate the glare.)

Describe the setting:

\_\_\_\_\_ learner's regular setting \_\_\_\_\_ familiar but not everyday \_\_\_\_\_ unfamiliar

Position the learner is facing:

\_\_\_\_\_ toward the center of the room

\_\_\_\_\_ away from the center of the room

Are there any distracting objects nearby? \_\_\_\_\_ Yes \_\_\_\_\_ No

Is the learner properly positioned? \_\_\_\_\_ Yes \_\_\_\_\_ No

Should these or any other factors be considered when interpreting results?

\_\_\_\_\_  
\_\_\_\_\_

**Copy these pages before recording your observations.**

(This form is also provided as a PDF on the Stages CD.)

(over)

1. Observe how the learner pressed the access device.

Did the learner respond to a prompt? \_\_\_\_\_

From an adult? \_\_\_\_\_ Yes \_\_\_\_\_ No

From the computer? \_\_\_\_\_ Yes \_\_\_\_\_ No

Did the learner require hand over hand assistance? \_\_\_\_\_

2. Observe how the learner released the access device.

How did the release occur? \_\_\_\_\_

Was the release deliberate? \_\_\_\_\_

Did the learner respond to a prompt? \_\_\_\_\_

From an adult? \_\_\_\_\_ Yes \_\_\_\_\_ No

From the computer? \_\_\_\_\_ Yes \_\_\_\_\_ No

Did the learner require hand over hand assistance? \_\_\_\_\_

What other factors were involved (fatigue, incorrect device positioning, etc.)?

\_\_\_\_\_  
\_\_\_\_\_

3. What do you think caused or motivated the learner to use the device?

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

4. In which feedback environment do you feel the learner was most responsive?

- ☐ Visual Feedback Activities
- ☐ Auditory Feedback Activities
- ☐ Multisensory Feedback Activities

Why? \_\_\_\_\_  
\_\_\_\_\_

5. Did the learner activate the access device without a prompt from you?

\_\_\_\_ Yes    \_\_\_\_ No            If yes, type of prompt:

- ☐ Visual prompt
- ☐ Auditory prompt
- ☐ Multisensory prompt

6. Did the learner understand that he/she caused the effect?

\_\_\_\_ Yes    \_\_\_\_ No

How did the learner understand that he/she caused the effect?

\_\_\_\_ vocalization    \_\_\_\_ body language    \_\_\_\_ visual/auditory attention

7. Did the learner click multiple times?    \_\_\_\_ Yes    \_\_\_\_ No

8. Would another device be more appropriate to try?    \_\_\_\_ Yes    \_\_\_\_ No

If so, indicate current device and describe suggestion, feature needed, and why.

\_\_\_\_\_  
\_\_\_\_\_

Additional Observations:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[illegible]

---

page 4

# Practice Software for Stage One

## General Software Considerations

**A Stage One learner is not yet making choices. Make sure that software settings are appropriate.**

It is important to note that many software programs suggested can be recommended at more than one Stage. These programs provide varied content and malleable preference settings that allow for custom presentations. Refer to the chart following page 43 to identify keystrokes for making choices.

By making adjustments to such areas as input option or specific content for a picture identification activity, you can use the same software program successfully at several Stages. For example, you may turn off animation for learners who might have a startle reaction to that event on the screen. Or you might turn on auditory prompting for learners who have visual challenges. Use every possible setting to best support and facilitate the learning process and customize the content of the activity.

Keep in mind that Stage One software may be able to be used recreationally for a learner who is functioning or developing skills at a higher Stage. The design of the software and its content, graphics, and sound would be familiar or easy to grasp. This comfortable environment could serve as fun and relaxing play or provide a practice arena.

Individual software titles are recommended not because they are the most dynamic or up-to-date, but because they are effective and valuable resources in helping our target learners accomplish their developmental goals. In fact, even some programs that have been available for several years and may appear to be outdated are included. Oftentimes recycled or older computer equipment is what's most available for our target learners. As long as the software offers valuable activities and still may be found in schools or homes as of the publication date of this document, it remains on the list.

## Exploring Software Settings

Software that is appropriate for Stage One is available from many developers. These recommended programs are included in the feature Comparison Chart that follows. As you look to identify software that is appropriate for an individual learner, keep the following in mind.

### *Input modes*

Software appropriate for use at Stage One expects only a click or some other selection key, such as a space bar. A menu of input device options should be available in the software, as well as a way to indicate which selection key is active. This way the software knows whether to watch for a click or selection key, and what type of device is making the selection.

If the software allows, adjust the input device options for the way in which the device will be used. Adjust the software to indicate whether the learner will “press and hold” or “press and release” the access device. While not all software accommodates this type of fine-tuning, sometimes the access device itself will have preference settings, which you can adjust to create the same effect for the learner’s access environment. Work with the assistive technology assessment team or specialist to determine the best way to configure the environment for success.

### *Adjusting settings for various types of learners*

After determining whether a learner is more successful in visual, auditory, or multisensory environments, you can explore software settings that optimize these features.

For **visual learners**, adjust the software so that the cues and feedback are provided to match learner preference. Consider startle reactions and watch for adjustments that may be made to the way in which a learner receives the visual information. Make color adjustments that work best for the learner and seem to be the most pleasing. If the software doesn’t permit color adjustments, use the control panels in the computer’s operating system to see if making adjustments there result in any changes to the way the software presents itself to the learner.



For **auditory learners**, look for volume adjustments within the software. If they are not available, make the adjustments on the system sound level in the control panels, or use external speakers with volume controls. Watch for the opportunity to specify the language used in prompts and feedback. For example, look to see if you can customize by adding the learner's name so that the computer will use his or her name during the activity. Some software allows you to select which feedback will occur. That way you might be able to specify a song or sounds that are familiar to the learner. Finally, watch for ways to specify the timing for cueing. How often should the auditory prompt be presented to the learner? Adjust the timing so that the learner isn't nagged to keep working and that device access time is considered.

For **multisensory learners**, look for ways to specify both the cueing and feedback environment for images and sounds. Find sounds and images that fit the learner's personal preferences. Consider alternatives for images in the same ways you would for visual learners. Consider alternatives for sounds in the same ways you would for auditory learners. Adjust the software settings so that they combine both auditory and visual considerations in the most meaningful ways for each learner.

In all software, look to see if there is an option to add your own images and sounds. At Stage One, we want images and sounds that are both familiar and comfortable for the learner. Since only some software programs permit such customizing, finding as many other ways to customize the interaction is important.

Explore settings that fit the learner's preferences and needs, but don't feel you need to try every available setting, as the learner may become confused. At Stage One, the computer environment must be consistent or the learner won't establish the connection between her behavior and the results that happen on the screen.

## How to Use the Chart

The chart on the following pages compares recommended software for Stage One. Each title offers specific features that may be critical to a learner's success. Use this chart to help determine which software might be most beneficial for your particular learners. The following terms are used in the chart.

---

<b>Title</b>	The name of the software program.
<b>Publisher</b>	The name of the company that makes or sells the software.
<b>Platform</b>	<p>The types of computers that can run the software.</p> <p><i>Mac:</i> Macintosh® computers</p> <p><i>Win:</i> PC computers running the Windows® operating system</p> <p><i>DOS:</i> PC computers running the DOS operating system (older models)</p> <p>Software is available on CD-ROM, unless otherwise noted.</p> <p><i>Mac/Win:</i> This software is available for both platforms on the same CD.</p> <p><i>Mac, Win:</i> This software is available for both platforms, but may be packaged separately.</p>
<b>Access Options</b>	<p>The types of input methods that the program supports.</p> <p><i>Keyboard:</i> You can use a standard or alternative keyboard such as IntelliKeys® or an accessible onscreen keyboard.</p> <p><i>Mouse:</i> You can use a standard mouse or mouse emulator, which you can use to point and click.</p> <p><i>Touchscreen:</i> You can use a touchscreen, either built into the computer or attached to a monitor.</p> <p><i>IntelliKeys:</i> This program is set up to use an IntelliKeys® alternative keyboard from IntelliTools, Inc.</p> <p><i>Switch:</i> You can use a switch with this program.</p> <p><i>Other:</i> Any other methods supported by the software.</p>
<b>Scanning</b>	<p>The way in which the switch is used to make choices. Note that in Stage One software, the learner is not requested to make choices. However, the software may still support the use of scanning for choices as a preference. This is one indication that the software may be useful at higher Stages.</p> <p><i>Auditory:</i> A speech or sound cue is used to present a choice.</p> <p><i>Visual:</i> A visible cue, such as highlighting, is used to present a choice.</p> <p><i>Auto:</i> Choices are automatically highlighted one at a time. The learner activates the device to choose the highlighted choice.</p> <p><i>Step:</i> The learner activates the device to move to each option, then waits for a dwell period to elapse (or presses a second switch) to make a choice.</p>

<b>Switch Control</b>	<p>The way in which the switch is controlled.</p> <p><i>Press and Hold:</i> The feedback (action) occurs only while the switch is pressed.</p> <p><i>Press and Release:</i> The user presses and releases the switch to begin the feedback (action).</p> <p><i>Switch equivalent to:</i> The keystroke or action that the switch sends to the software to make a selection or activate an object on the screen.</p>
<b>Prompt Options</b>	<p>The way in which the learner is encouraged to use the device.</p> <p><i>Auditory:</i> Speech or a sound is used as a prompt.</p> <p><i>Visual:</i> A silent animation or graphic is used as a prompt.</p> <p><i>Multisensory:</i> Sound and animation are used as a prompt.</p>
<b>Feedback Type</b>	<p>The event that occurs when the learner uses the device.</p> <p><i>Auditory:</i> Sound plays or spoken text occurs.</p> <p><i>Visual:</i> An animation or graphical image is displayed.</p> <p><i>Multisensory:</i> Both sound and animation are played.</p>
<b>Graphics</b>	<p>The ages for which the graphics presented are appropriate. “Generic” indicates that the graphics are appropriate for both adults and children.</p>
<b>Record Keeping</b>	<p>The data that is collected by the software to keep track of the learner’s actions while using the program. “Time” refers to the amount of time spent on the activity.</p>
<b>To change settings:</b>	<p>How to get to the screen where you can change settings.</p>
<b>To exit activity:</b>	<p>How to stop the current activity before it has been completed.</p>
<b>Menu Protection</b>	<p>Whether the program offers the ability to prevent the learner from accessing menu options or inadvertently leaving the program.</p>
<b>Other Settings and Features</b>	<p>Additional capabilities of each program are included here. These may be the features that distinguish one program from the others in the chart.</p>
<b>Also appropriate at:</b>	<p>Other Stages at which this title may be appropriate are listed. You may need to change settings within the software to make it function suitably for learners at these other Stages. Using software at more than one Stage can help reinforce prior learning, introduce new concepts in a familiar environment, and extend the useful life of software in your collection.</p> <p>The last page of the chart lists titles in other Stages that may also be appropriate at Stage One.</p>

## Stage One Software Comparison Chart

Title	101 Animations	Abrakadabra	Animated Toys†	Attention Getter
Publisher	RJ Cooper & Assoc.	Inclusive TLC	Judy Lynn Software, Inc.	SoftTouch, Inc.
Platform	Mac, Win	Win	DOS / Win CD or diskette	Mac / Win
Access Options				
Keyboard		√ (spacebar or enter)	√	√
Mouse	√	√	√	√
Touchscreen	√	√	√	√
IntelliKeys®		√ (std arrow overlay)		√ (includes overlays)
Switch	√	√	√	√ (1 or 2 switches)
Other				
Scanning				
Auditory		√		
Visual		√		
Auto/Step		auto (single and dual)		
Switch Control				choose up/down
Press and Hold				√
Press and Release	√	√	√	√
Switch equivalent:	mouse click	mouse click	mouse click or space	mouse click
Prompt Options				
Auditory	√	√		√ (optional)
Visual		√	√	√
Multisensory		√		√
Feedback Type				
Auditory		√ (optional)		√
Visual		√		√
Multisensory	√	√	√	√
Graphics	generic	generic drawings and simple animations	generic	generic: photos morph twice
Record keeping		save settings, print images		
To change settings:			onscreen menu	menus: input, switch mode, auditory feedback
To exit activity:	<esc> key	esc or stop sign	<esc> key	<ctrl> to go back
Menu protection			√	√
Other settings and features		step-by-step build of common images, reward animation delay, resolution	9 speed settings, set number of iterations and switch image for prompt, 13 activities.	Random choices. Addresses auditory attention, activating access device, choice making.
Also appropriate at:				Stage 3

## Stage One Software Comparison Chart

Title	Attention Teens	Big Bang	Cause and Effect Carnival†	Cause and Effect Cinema
<b>Publisher</b>	SoftTouch, Inc.	Inclusive TLC	Judy Lynn Software, Inc.	Judy Lynn Software, Inc.
<b>Platform</b>	Mac / Win	Mac / Win	DOS / Win CD	Win
<b>Access Options</b>				
<b>Keyboard</b>	✓	✓ (spacebar or enter)	✓	✓
<b>Mouse</b>	✓	✓	✓	✓
<b>Touchscreen</b>	✓	✓	✓	✓
<b>IntelliKeys®</b>	✓ (includes overlays)			
<b>Switch</b>	✓ (1 or 2 switches)	✓	✓	✓
<b>Other</b>		Concept keyboard		
<b>Scanning</b>				
<b>Auditory</b>		✓		
<b>Visual</b>		✓		
<b>Auto/Step</b>		auto (single and dual)		
<b>Switch Control</b>				
<b>Press and Hold</b>	✓			
<b>Press and Release</b>	✓	✓	✓	✓
<b>Switch equivalent:</b>	mouse click or space	mouse click	mouse click or space	mouse click or space
<b>Prompt Options</b>				
<b>Auditory</b>	✓ (optional)	✓		
<b>Visual</b>	✓	✓	✓	
<b>Multisensory</b>	✓	✓		✓
<b>Feedback Type</b>				
<b>Auditory</b>	✓	✓ (optional)		
<b>Visual</b>	✓	✓	✓	
<b>Multisensory</b>	✓	✓		✓
<b>Graphics</b>	generic: photos morph twice	child oriented drawings and simple animations	generic	generic
<b>Record keeping</b>		save settings, print designs		
<b>To change settings:</b>	menus: input, switch mode, auditory feedback		onscreen menu	onscreen menu
<b>To exit activity:</b>	<ctrl> to go back	esc	<esc> key	<esc> key
<b>Menu protection</b>	✓		✓	✓
<b>Other settings and features</b>	Random choices. Addresses auditory attention, activating access device, choice making.	Can adjust: builds, movements, colors, delay, repeat.	9 speed settings; a to advance.	random sequence, alphabetical order, category sequence, sound on/off, screen size, choice of background
<b>Also appropriate at:</b>	Stage 3			Stage 2, 3, 4

## Stage One Software Comparison Chart

Title	Cause and Effect Factory	Children's Switch Progressions	Cinema II-Life Skills	Creature Antics
<b>Publisher</b>	Judy Lynn Software, Inc.	RJ Cooper & Assoc.	Judy Lynn Software, Inc.	Laureate Learning Systems™
<b>Platform</b>	Win CD or diskette	Mac, Win	Win	Mac / Win
<b>Access Options</b>				
Keyboard	✓	✓	✓	✓
Mouse	✓	✓	✓	✓
Touchscreen	✓	✓	✓	✓
IntelliKeys®				
Switch	✓	✓	✓	✓
Other				
<b>Scanning</b>				
Auditory				
Visual				
Auto/Step				auto, to select activity
<b>Switch Control</b>				
Press and Hold		✓		
Press and Release	✓	✓	✓	✓
Switch equivalent:	mouse click or space	mouse click, space, 1	mouse click or space	mouse click, space, 1, 2, 3
<b>Prompt Options</b>				
Auditory		✓ (can record song)	✓	✓
Visual	✓	✓ (extra visual setting)		
Multisensory		✓		
<b>Feedback Type</b>				
Auditory		✓	✓ (optional)	✓
Visual		✓		✓
Multisensory	✓	✓	✓	✓
<b>Graphics</b>	generic	child-oriented	generic	child-oriented
<b>Record keeping</b>		time, number of responses		create User Log to record time, number of responses, number of prompts, prompt frequency, response time
<b>To change settings:</b>	onscreen menu	onscreen menu	onscreen menu	onscreen menu
<b>To exit activity:</b>	<esc> key	<ctrl>-Q	<esc> key	<esc> key
<b>Menu protection</b>	✓		✓	✓
<b>Other settings and features</b>	visual prompt image, number of iterations, switch timing, sound on/off, start activity, activity iterations, input device	can set length of feedback action and scan rate; Wait option coaches learner when to click	75 film clips of common life skills, random sequence, alphabetical order, category sequence, screen size, choice of background	sound volume, prompt on/off, response time, hide/show menus and background, single/continuous play<command>-P to pause, <command>-M for menu off/on
<b>Also appropriate at:</b>		Stage 3	Stage 2, 3, 4	

## Stage One Software Comparison Chart

Title	Creature Capers	Creature Cartoons	Creature Chorus	Creature Features
<b>Publisher</b>	Laureate Learning Systems	Laureate Learning Systems	Laureate Learning Systems	Laureate Learning Systems
<b>Platform</b>	Mac / Win	Mac / Win	Mac / Win	Mac / Win
<b>Access Options</b>				
Keyboard	✓	✓	✓	✓
Mouse	✓	✓	✓	✓
Touchscreen	✓	✓	✓	✓
IntelliKeys®				
Switch	✓	✓	✓	✓
Other				
<b>Scanning</b>				
Auditory			✓	
Visual			✓	
Auto/Step	auto, to select activity	auto, to select activity	auto, to select activity	auto, to select activity
<b>Switch Control</b>				
Press and Hold				
Press and Release	✓	✓	✓	✓
Switch equivalent:	mouse click, space, 1, 2, 3	mouse click, space, 1, 2, 3	mouse click, space, 1, 2, 3	mouse click, space, 1, 2, 3
<b>Prompt Options</b>				
Auditory	✓	✓	✓	✓
Visual				
Multisensory				
<b>Feedback Type</b>				
Auditory	✓	✓	✓	✓
Visual	✓	✓	✓	✓
Multisensory	✓	✓	✓	✓
<b>Graphics</b>	child-oriented	child-oriented	child-oriented	child-oriented
<b>Record keeping</b>	create User Log to record time, number of responses, number of prompts, prompt frequency, response time	create User Log to record time, number of responses, number of prompts, prompt frequency, response time	create User Log to record time, number of responses, number of prompts, prompt frequency, response time	create User Log to record time, number of responses, number of prompts, prompt frequency, response time
<b>To change settings:</b>	onscreen menu	onscreen menu	onscreen menu	onscreen menu
<b>To exit activity:</b>	<esc> key	<esc> key	<esc> key	<esc> key
<b>Menu protection</b>	✓	✓	✓	✓
<b>Other settings and features</b>	sound volume, prompt on/off, response time, hide/show menus and background, single/continuous play<command>-P to pause, <command>-M for menu off/on	sound volume, prompt on/off, response time, hide/show menus and background, single/continuous play<command>-P to pause, <command>-M for menu off/on	sound volume, prompt on/off, response time, hide/show menus and background, single/continuous play<command>-P to pause, <command>-M for menu off/on	sound volume, prompt on/off, response time, hide/show menus and background, single/continuous play<command>-P to pause, <command>-M for menu off/on
<b>Also appropriate at:</b>				

## Stage One Software Comparison Chart

Title	Disco	Early and Advanced Switch Games	Fundamental Concepts†	Happy Duck
<b>Publisher</b>	Inclusive TLC	RJ Cooper & Assoc.	Judy Lynn Software, Inc.	Inclusive TLC
<b>Platform</b>	Win	Mac, Win	DOS diskette	Win
<b>Access Options</b>				
<b>Keyboard</b>	√ (spacebar or enter)	√	√	√
<b>Mouse</b>	√	√ ('Release required' option)		√
<b>Touchscreen</b>	√	√ ('Release required' option)		√
<b>IntelliKeys®</b>				
<b>Switch</b>	√	√	√	√ (up to 5 switches)
<b>Other</b>			joystick	
<b>Scanning</b>				
<b>Auditory</b>	√	√		
<b>Visual</b>	√	√		
<b>Auto/Step</b>	auto, step (1 or 2)	auto, to set rate		
<b>Switch Control</b>				
<b>Press and Hold</b>			√	
<b>Press and Release</b>	√	√	√	√
<b>Switch equivalent:</b>	mouse click	mouse click, space, 1	space	enter, mouse click
<b>Prompt Options</b>				
<b>Auditory</b>	√	√		
<b>Visual</b>	√			
<b>Multisensory</b>	√			
<b>Feedback Type</b>				
<b>Auditory</b>	√ (optional)			√
<b>Visual</b>	√			√
<b>Multisensory</b>	√	√	√	√
<b>Graphics</b>	teen oriented drawings, simple animations	generic	generic	child-oriented drawings
<b>Record keeping</b>	save settings, print designs	average time delay, time between activating and releasing device		
<b>To change settings:</b>				esc
<b>To exit activity:</b>	esc	<ctrl>-Q	<esc> key	F1-options screen, > and < to move through screens
<b>Menu protection</b>				
<b>Other settings and features</b>	teen animations with music, change color, scan delay, animation builds, picture selection	'Release required' option for Mouse and Touchscreen access	choice of 13 activities; this title is recommended for 286/386/486 and slower Pentium computers.	45 everyday object choices, can adjust object choices, sound effects, delay
<b>Also appropriate at:</b>	Stage 3 (can choose scene/music)	Stage 3		



## Stage One Software Comparison Chart

Title	Hey Presto!	IntelliPics Studio III Easy Paint Underwater, Easy Paint Template	Intro to Cause and Effect	Joystick & Mouse Trainer
<b>Publisher</b>	Inclusive TLC	IntelliTools, Inc.	Judy Lynn Software, Inc.	RJ Cooper & Assoc.
<b>Platform</b>	Win	Mac, Win	Win	Mac, Win
<b>Access Options</b>				
<b>Keyboard</b>	✓	✓	✓	✓
<b>Mouse</b>	✓	✓	✓	✓
<b>Touchscreen</b>	✓	✓	✓	✓
<b>IntelliKeys®</b>	✓ (std arrow overlay)	✓ (overlays available)		
<b>Switch</b>	✓	✓	✓	✓
<b>Other</b>				joystick
<b>Scanning</b>				
<b>Auditory</b>	✓	✓		
<b>Visual</b>	✓	✓		
<b>Auto/Step</b>	auto (1 or 2 )			
<b>Switch Control</b>				
<b>Press and Hold</b>				
<b>Press and Release</b>	✓	✓	✓	✓
<b>Switch equivalent:</b>	mouse click	mouse click	mouse click or space	mouse click
<b>Prompt Options</b>				
<b>Auditory</b>	✓	✓	✓	
<b>Visual</b>	✓			
<b>Multisensory</b>	✓			✓ (initial only)
<b>Feedback Type</b>				
<b>Auditory</b>	✓			✓
<b>Visual</b>	✓			✓
<b>Multisensory</b>	✓		✓	✓
<b>Graphics</b>	generic drawings, simple animations	generic	generic	generic
<b>Record keeping</b>	save settings, print images	All records and activities can be saved or printed		
<b>To change settings:</b>	F1-controls, esc-stop, left arrow-previous, right arrow-next	Control + Shift + O for user preferences	onscreen menu	
<b>To exit activity:</b>	esc	Ctl + W	<esc> key	<ctrl>-Q to stop activity and return to menu.
<b>Menu protection</b>		Control+M	✓	
<b>Other settings and features</b>	step-by-step reveal of common images. Image choices, background color, length of animation reward, number of pictures on page, key sound	Errorless, cause and effect activity	New version of Cause and Effect. Object and animation speed, prompt picture choice	can set action to occur on mouse move, click, drag or drag and drop. Use <Shift> + ~ to exit from continuous play
<b>Also appropriate at:</b>		Stage 2, 3, 4		Stage 3

## Stage One Software Comparison Chart

Title	K-1 (Kaleidoscope)	Look and Listen	Match It	New Frog & Fly
<b>Publisher</b>	Inclusive TLC	Judy Lynn Software, Inc.	Judy Lynn Software, Inc.	SimTech Publications
<b>Platform</b>	Win	Win	Win	Mac / Win
<b>Access Options</b>				
<b>Keyboard</b>	√ (spacebar or enter)	√	√	√
<b>Mouse</b>	√	√	√	√
<b>Touchscreen</b>	√	√	√	√
<b>IntelliKeys®</b>	√ (std arrow overlay)			
<b>Switch</b>	√	√	√	√
<b>Other</b>				
<b>Scanning</b>				
<b>Auditory</b>	√		√	
<b>Visual</b>	√			
<b>Auto/Step</b>	auto (1 or 2)			
<b>Switch Control</b>				
<b>Press and Hold</b>				
<b>Press and Release</b>	√	√	√	√
<b>Switch equivalent:</b>	mouse click	mouse click or space	mouse click or space	mouse click, space, 1, 2
<b>Prompt Options</b>				
<b>Auditory</b>	√	√		
<b>Visual</b>	√		√	
<b>Multisensory</b>	√			
<b>Feedback Type</b>				
<b>Auditory</b>	√ (optional)		√ (optional)	√
<b>Visual</b>	√			√
<b>Multisensory</b>	√	√	√	√
<b>Graphics</b>	generic drawings and simple animations	generic	generic	generic
<b>Record keeping</b>	save and print designs			number of responses
<b>To change settings:</b>	F8-shows control menu	onscreen menu	onscreen menu	onscreen menu
<b>To exit activity:</b>	esc or stop sign	<esc> key	<esc> key	<ctrl> to stop activity and return to menu <esc> or stop/quit button to exit program
<b>Menu protection</b>		√	√	
<b>Other settings and features</b>	kaleidoscope images, cause & effect or choices, autoexit for switch users	picture choice, sound on/off, animation direction and speed, song duration, add own graphics and song options	20 matching activities, start activity, scan speed, exercise on/off	scan speed, scan feedback, response feedback, scoring on/off
<b>Also appropriate at:</b>	Stage 3 (Pick n' mix)		Stage 2, 3, 4	Stage 3

## Stage One Software Comparison Chart

Title	Press to Play™ Series	RadSounds	Scan and Paint	Sights and Sounds
<b>Publisher</b>	Don Johnston, Inc.	RJ Cooper & Assoc.	Judy Lynn Software, Inc.	SimTech Publications
<b>Platform</b>	Mac / Win	Mac, Win	Win	Mac / Win
<b>Access Options</b>				
Keyboard	✓		✓	✓
Mouse	✓	✓	✓	✓
Touchscreen	✓	✓	✓	✓
IntelliKeys®				
Switch	✓	✓	✓	✓
Other	4 joystick			
<b>Scanning</b>				
Auditory				
Visual				
Auto/Step			auto, step (1 or 2)	
<b>Switch Control</b>				timed and latching modes
Press and Hold	✓	✓		✓
Press and Release	✓	✓	✓	✓
Switch equivalent:	mouse click, 1	mouse click	mouse click or space	mouse click
<b>Prompt Options</b>				
Auditory	✓ (once)			
Visual	✓ (cursor changes)			✓
Multisensory				
<b>Feedback Type</b>				
Auditory	✓	✓	✓ (optional)	
Visual	✓	✓		
Multisensory	✓	✓	✓	✓
<b>Graphics</b>	generic	generic	generic	generic
<b>Record keeping</b>			session statistics	
<b>To change settings:</b>	T for teacher options	onscreen menu	onscreen menu	onscreen settings button
<b>To exit activity:</b>	Q or <esc> key to exit activity	button on activity screen leads to main menu	<esc> key	stop button, <ctrl> for menu
<b>Menu protection</b>			✓	✓
<b>Other settings and features</b>	access mode, number of choices, scanning, method, direction, speed	choice of songs, volume control	animation speed, add/open pictures, coloring options and style, print options, start activity	5 music styles, volume control, 3 activities
<b>Also appropriate at:</b>	Stage 2, Stage 3		Stage 2, 3, 4	

## Stage One Software Comparison Chart

Title	Single Switch Games	Speak Up, Speak Up Too	Step by Step	Switch Kids
<b>Publisher</b>	Marblesoft	Inclusive TLC	Inclusive TLC	SimTech Publications
<b>Platform</b>	Mac / Win	Win	Win	Mac / Win
<b>Access Options</b>				
<b>Keyboard</b>	✓		✓ (spacebar or enter)	
<b>Mouse</b>	✓	✓ (settings only)	✓	✓
<b>Touchscreen</b>	✓		✓	✓
<b>IntelliKeys®</b>			✓	
<b>Switch</b>	✓		✓	✓
<b>Other</b>		Voice Activated		
<b>Scanning</b>				
<b>Auditory</b>			✓	
<b>Visual</b>			✓	
<b>Auto/Step</b>			1 or 2 switch	
<b>Switch Control</b>				
<b>Press and Hold</b>				✓
<b>Press and Release</b>	✓		✓	✓
<b>Switch equivalent:</b>	mouse click or space	voice	mouse click	mouse click
<b>Prompt Options</b>				
<b>Auditory</b>			✓	
<b>Visual</b>		✓	✓	
<b>Multisensory</b>			✓	
<b>Feedback Type</b>				
<b>Auditory</b>	✓ (optional)		✓	✓
<b>Visual</b>	✓	✓	✓	✓
<b>Multisensory</b>	✓		✓	✓
<b>Graphics</b>	child	generic drawings	generic drawings and simple animations	child-oriented
<b>Record keeping</b>	saves top 10 scores			
<b>To change settings:</b>	<ctrl-O>			onscreen menu
<b>To exit activity:</b>	<ctrl-M>	esc	esc	<ctrl> key stops activity and returns to program
<b>Menu protection</b>				
<b>Other settings and features</b>	scan rate and difficulty level; four play modes: normal, easy, cause and effect, and demo	choose shapes/patterns used for feedback. Speak Up Too also allows adjustment of animation and screen orientation.	Reveals common images step by step. Can select image choices, method of reveal, dimensions, shape, number of steps	choose friends; activity menu (3)
<b>Also appropriate at:</b>	Stage 3, Stage 4 (using normal or easy modes)			

## Stage One Software Comparison Chart

Title	SwitchIt!® Suite: Patterns, Pictures, Scenes	SwitchIt! At Home, SwitchIt! Diggers	SwitchIt! Farm	SwitchIt! Gadgets
<b>Publisher</b>	IntelliTools®, Inc.	Inclusive TLC	Inclusive TLC	Inclusive TLC
<b>Platform</b>	Mac / Win	Mac / Win	Mac / Win	Mac / Win
<b>Access Options</b>				
<b>Keyboard</b>	✓		✓	
<b>Mouse</b>	✓	✓	✓	✓
<b>Touchscreen</b>	✓	✓	✓	✓
<b>IntelliKeys®</b>		✓ (includes overlay)	✓ (includes overlay)	✓ (includes overlay)
<b>Switch</b>	✓	✓	✓	✓
<b>Other</b>		Concept keyboard; Serial Mouse	Concept keyboard; Serial Mouse	Concept keyboard; Serial Mouse
<b>Scanning</b>				
<b>Auditory</b>			✓	
<b>Visual</b>			✓	
<b>Auto/Step</b>		auto, step (1 or 2)	auto, step (1 or 2)	auto, step (1 or 2)
<b>Switch Control</b>				
<b>Press and Hold</b>				
<b>Press and Release</b>	✓	✓	✓	✓
<b>Switch equivalent:</b>	mouse click, space, enter	mouse click	mouse click, space, enter	mouse click, space, enter
<b>Prompt Options</b>	black screen (Patterns, Pictures)			
<b>Auditory</b>	✓ (for Scenes)		✓	
<b>Visual</b>	✓ (for Scenes)	✓ (switch picture)	✓ (switch picture)	✓ (switch picture)
<b>Multisensory</b>	✓ (for Scenes)	✓	✓	✓
<b>Feedback Type</b>				
<b>Auditory</b>		✓ (optional)	✓ (optional)	✓ (optional)
<b>Visual</b>		✓	✓	✓
<b>Multisensory</b>	✓	✓	✓	✓
<b>Graphics</b>	generic	child and teen oriented drawings and simple animation	drawings, simple animations, child and teen oriented	generic drawings
<b>Record keeping</b>	saves preferences, options	preserves user settings and preferences	preserves user settings and preferences, can print pictures	preserves user settings and preferences
<b>To change settings:</b>	move cursor to top of screen for menu	m - menu	esc or m	m - menu
<b>To exit activity:</b>		m - menu, esc	esc or m	m - menu, esc
<b>Menu protection</b>	✓ (invisible)			
<b>Other settings and features</b>	can set pattern and background colors, complexity, random vs. sequential, number of steps, sound, and reward type, color and speed.	Can choose scenes, background and prompt color. Activates automatically. Strong visual component. No language.	Choose vocabulary/scenes. Picture build, flash cards, stories. Choose number of steps, prompt colors.	Can choose scenes, background and prompt color. Activates automatically. Strong visual component. No language.
<b>Also appropriate at:</b>		At Home: Stage 6	Stage 2 (flash cards), Stage 3 (choices), Stage 6 (functional concepts)	

## Stage One Software Comparison Chart

Title	SwitchIt! Jigsaw	SwitchIt! Maker	SwitchIt! People, SwitchIt! Weather	Teenage Switch Progressions
<b>Publisher</b>	Inclusive TLC	Inclusive TLC	Inclusive TLC	RJ Cooper & Assoc.
<b>Platform</b>	Mac / Win	Win	Mac / Win	Mac, Win
<b>Access Options</b>				
<b>Keyboard</b>		✓	✓	✓
<b>Mouse</b>	✓	✓	✓	✓
<b>Touchscreen</b>	✓	✓	✓	✓
<b>IntelliKeys®</b>			✓ (includes overlay)	
<b>Switch</b>	✓	✓	✓	✓
<b>Other</b>	Concept keyboard; Serial Mouse		Concept keyboard; Serial Mouse	
<b>Scanning</b>				
<b>Auditory</b>	✓	✓ (can adjust color)	✓	
<b>Visual</b>	✓	✓	✓	
<b>Auto/Step</b>	auto, step (1 or 2)	auto, step (1 or 2)	auto, step (1 or 2)	
<b>Switch Control</b>				
<b>Press and Hold</b>				✓ (level 1)
<b>Press and Release</b>	✓	✓	✓	✓ (levels 2, 3, 4)
<b>Switch equivalent:</b>		mouse click	mouse click, space, enter	mouse click, 1, space
<b>Prompt Options</b>				
<b>Auditory</b>	✓ (auditory scan)	✓ (optional)	✓	✓
<b>Visual</b>	✓ (optional)	✓ (optional)	✓ (switch picture)	✓
<b>Multisensory</b>	✓	✓	✓	✓
<b>Feedback Type</b>				
<b>Auditory</b>	✓ (optional)	✓ (optional)	✓ (optional)	✓ (can record song)
<b>Visual</b>	✓	✓ (optional animation)	✓	
<b>Multisensory</b>	✓	✓	✓	
<b>Graphics</b>	generic photos and drawings; custom graphics option	generic, can use photo, symbols, drawings	drawings, simple animations, child and teen oriented	teen-oriented
<b>Record keeping</b>	save and print custom pictures	preserves settings	Preserves user settings and preferences, can print pictures	
<b>To change settings:</b>	esc or m	pull down menu always visible	esc or m	
<b>To exit activity:</b>	Quit button	pull down menu always visible	esc or m	<ctrl>-Q
<b>Menu protection</b>				
<b>Other settings and features</b>	access, choose rewards, add custom pictures	contrast, whole screen vs. window, able to use own sounds, text and photos to create simple talking stories	Activities include Picture Build, Flash Cards, Stories; Choice of number of steps and switch prompt colors; Choice of vocabulary and scenes	Four levels of activities
<b>Also appropriate at:</b>	Stage 3 (choices, matching) Stage 5 (problem solving)	Stage 2	Stage 2(flash cards), Stage 3 (choices), Stage 6(functional concepts)	Stage 3

## Stage One Software Comparison Chart

Title	Visual Tracking†
Publisher	Judy Lynn Software, Inc.
Platform	DOS / Win CD or diskette
Access Options	
Keyboard	✓
Mouse	✓
Touchscreen	✓
IntelliKeys®	
Switch	✓
Other	
Scanning	
Auditory	
Visual	
Auto/Step	
Switch Control	
Press and Hold	
Press and Release	✓
Switch equivalent:	mouse click, space
Prompt Options	
Auditory	
Visual	
Multisensory	✓
Feedback Type	
Auditory	
Visual	
Multisensory	✓
Graphics	generic
Record keeping	
To change settings:	onscreen menu
To exit activity:	<esc> key
Menu protection	✓
Other settings and features	tracking speed, 4 tracking types, online documentation; A for advance program, sound on/off and volume, exercises on/off and number of repetitions, input device.
Also appropriate at:	

### Additional Titles Appropriate for Stage One:

Early Childhood Fun: Single Switch Songs  
 Explore (IntelliPics Studio III Template)  
 Explore Dinosaurs (IntelliPics Studio III Activity)  
 Fall Fun  
 Find the Buttons  
 IntelliPics Studio III  
 IntelliPics Studio III: Coloring Ant Colony  
 IntelliPics Studio III: Coloring Diagrams Template  
 JumpStart Baby  
 On the Farm  
 Puzzle Arch, Puzzle Soccer, Puzzle Template  
 Storytime Songbook I, II  
 Switch Basics  
 Teen Tunes PLUS  
 Toyshop  
 UKanDu Switches, Too! Series: Eensy & Friends, Forgetful & Friends, Humpty Dumpty & Friends  
 US Puzzles Template (IntelliTools Classroom Suite)

†Please note: Products with this symbol are no longer available from the publisher. Information is provided as a reference for those who already own them.

